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ABSTRACT

The history of Bowie State University (BSU) in Maryland, is reviewed, from its establishment by the Baltimore Association for the Moral and Educational Improvement of Colored People in 1865 to its attainment of university status in 1988. Its mission to provide educational programs and services to Maryland citizens of all races is outlined. Demographic data on total enrollment and on students who meet the eligibility requirements of the Special Services Program are presented. Academic need for special services is indicated by freshmen's scores on the Scholastic Aptitude Test which are lower than state and national averages, especially for black students. Literature on the academic needs and problems of low-income, first-generation, and disabled students is reviewed. These needs include counseling, other forms of academic support, and financial aid. A survey of BSU freshmen documented the need for tutorial assistance in academic areas and in study skills. The role of the Student Support Services Project and the University Counseling Center in improving student retention and graduation rates is described. Twelve tables present statistical data on student demographics, academic problem frequencies, and numbers of students by ethnic group and by program area. (JDD)

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THE NEED FOR A SPECIAL SERVICES PROJECT AT BOWIE STATE UNIVERSITY

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I. OVERVIEW OF HISTORY AND MISSION OF BOWIE STATE UNIVERSITY

HISTORY

Bowie State University is an outgrowth of the first school opened in Baltimore on January 9, 1865 by the Baltimore Association for the Moral and Educational Improvement of Colored People, which was organized on November 28, 1864 to engage in its self-appointed mission on a statewide basis. The first normal school classes sponsored by the Baltimore Association were held in the African Baptist Church located on the corner of Calvert and Saratoga Streets. In 1868, with the aid of a grant from the Freedmen's Bureau, the Baltimore Association purchased from the Society of Friends a building at Courtland and Saratoga Streets for the relocation of its Normal School. This institution operated both as a graded and a normal school until 1893 when it was re-organized solely as a normal school to train Negro teachers.

The Baltimore Normal School had received occasional financial support from the city of Baltimore since 1870 and from the state since 1872. In 1871, it received a legacy from a fund for the education of freed Negro children in the state of Maryland established by Nelson Wells just before his death in February 1843. On April 8, 1908, at the request of the Baltimore Normal School, which desired permanent status and funding as an institution for the education of Negro teachers, the state legislature authorized its Board of Education to assume control

of the school. The same law redesignated the institution as Normal School No. 3. Subsequently, it was relocated on a 187-acre tract in Prince George's County and by 1914 it was known as Maryland Normal and Industrial School at Bowie. A two-year professional curriculum in teacher education which started in 1925 was expanded to a three-year program. In 1935, with state authorization, a four-year program for the training of elementary school teachers was begun and the school was renamed the Maryland State Teachers College at Bowie. In 1951, with the approval of the State Board of Education, its then governing body, it established a teacher preparation curriculum for the training of teachers for the core program in the junior high schools. Ten years later permission was granted to institute a teacher training program for secondary education.

In 1963, a liberal arts program was started and the name was changed to Bowie State University. In succeeding years, it has established a Graduate School, Division of Continuing Education, a Weekend Program, and a number of innovative programs specifically designed to prepare students to fulfill productive roles in our changing society and economy.

With its first permanent state funding of $5,000 in 1908, Bowie State University now receives in excess of $15 million annually from the state in general funds. Its physical plant is valued at more than $43 million.

Bowie State University offers a variety of learning experiences for its 3500 plus students, including an outstanding

Honors Program for the academically talented, a very popular Army ROTC Program, an exciting athletic program that fields eight intercollegiate sports in the CIAA/NCAA, as well as a Cooperative Education Program that has an excellent record in placing students after graduation. Building on an excellent foundation in teacher education, Bowie State has emerged as a highly-acclaimed, fully-accredited, four-year liberal arts university, with 28 academic programs. Bowie State was authorized to grant its first Master of Education degree in 1970; followed later by Master's degrees in the arts and sciences. Today, the University offers graduate degrees in such challenging and contemporary fields as Computer Science, Management Information Systems, Human Resources Development, Administrative Management, Organizational Communications, and Counseling and Adlerian Psychology. (The University's fully-accredited Adler-Dreikurs Institute of Human Relations was the nation's first).

Bowie State University is accredited by the Middle States Association of Colleges and Secondary Schools, the Maryland State Department of Education, the National Council for the Accreditation of Teacher Education, and the National Council on Social Work Education. The University holds membership in the National Council for Educational Opportunity Associations, the National Commission on Accrediting Association of Teacher Education Institutions, American Association of Colleges of Teacher Education, American Association of State Colleges and Universities, American Council on Education, National Association

for Equal Opportunity in Higher Education, Maryland Association of Higher Education, American Association of University Women, Council for the Advancement of Secondary Education, College Entrance Examination Board and the American Association for Higher Education.

In July 1988, Bowie State received university status. At the same time, it joined 10 other State universities and colleges to form The University of Maryland System of Higher Education. Bowie State, the "public university with a private college setting," has made a commitment to career-oriented programs with a liberal arts core and a strong foundation in the technology of the discipline.

MISSION

The mission of Bowie State University is to provide educational programs and services to the citizens of the state of Maryland through undergraduate programs in the Arts and Sciences, Education, Business, Communications, Nursing, Computer Science and Technology and graduate programs at the Master's level in professional fields.

Consistent with its commitment to foster and develop with each student those skills which are essential to being a contributing member of society, the University has identified excellence in technology programs as a high priority. Although it focuses on the rapid developments in the computer and information technology areas, the University retains its heritage

of cherishing human values by encouraging and enabling each student to pursue truth and knowledge of the diversity in the intellectual, aesthetic, scientific, philosophical, social, political, economic and cultural aspects of the world community. Moreover, the multi-racial and multi-national student body, faculty and staff, which the University is committed to perpetuating, provide a living learning environment which fosters an appreciation, understanding and respect for such diversity.

Furthermore, because of its location within a triangle bounded by Washington, D.C., Annapolis, and Baltimore, Maryland, Bowie State University can successfully accomplish its mission through developing and expanding research and project partnerships in both the public and private sectors with elementary and secondary schools, agencies, organizations, industries and businesses. Thus, Bowie State University accepts its focus on technology areas without diminishing its heritage and while retaining its role as a liberal arts institution.

Bowie State is now a part of the Maryland State system of higher education.

Excerpts from the University of Maryland Systemwide Plan, "Blueprint for Excellence", signals the direction of Bowie as an affiliated institution:

"<u>Flagship</u>
* Establish UMCP as national leader in research and scholarship.
* Enrich the undergraduate program.
* Develop and maintain nationally eminent graduate programs.

Washington Area
* Develop Bowie as a regional comprehensive university.
* Expand high technology related programs in Montgomery County...

Historically Black Institutions
* Strengthen academic programs, faculties, facilities, administration and services.

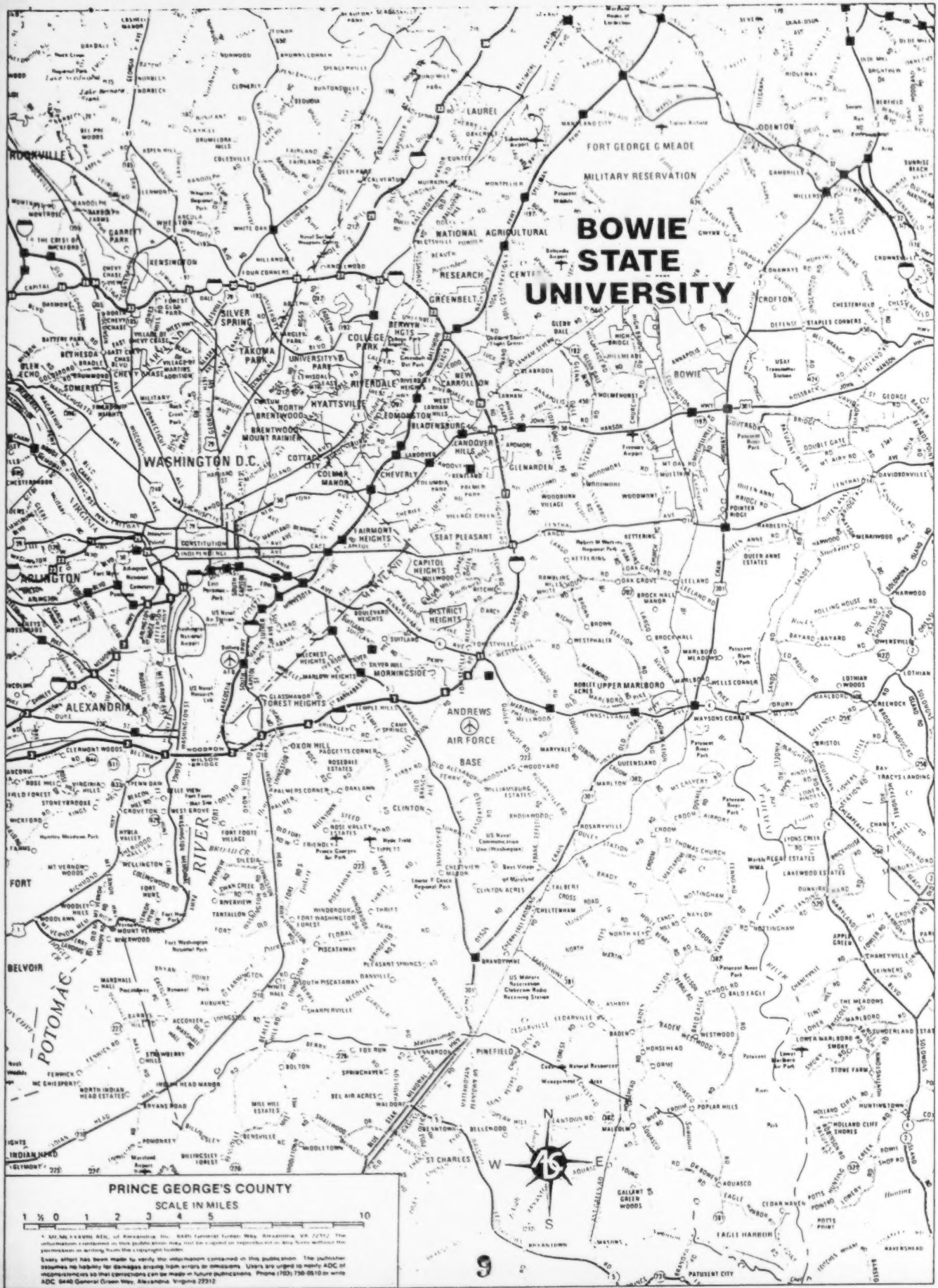
Teacher Education
* Improve teacher education programs...

Undergraduate Education
* Develop measures of effectiveness of undergraduate education.
* Identify and replicate "best practices" in undergraduate instruction."

As a part of the "Blueprint for Excellence", the University of Maryland Systemwide Goals were developed. These goals relate directly to the intent and purposes of the Student Support Services projects. All nine goals are presented for a holistic view of the direction of the state system. Goals 6, 7, and 9 relate directly to TRIO programs.

"1. To attract more of the best high school graduates to program of the University system.
2. To enhance the quality of undergraduate education.
3. To increase the number of programs recognized nationally for their quality.
4. To improve the quality of teacher education.
5. To strengthen and develop graduate education and research, especially that which is directly tied to the economic vitality of Maryland.
6. To avoid unnecessary duplication of academic programs.
7. To improve opportunities and access for minorities, women and the disadvantaged.
8. To be more responsive to the needs of adult and part-time students.
9. To increase retention and graduation rates.
10. To strengthen the relationship and interaction of the UMS and government, business and public schools."

[Source: The UMS Systemwide Plan Executive Summary, Sept. 28, 1989.]



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1. NEED FOR THE SPECIAL SERVICES PROJECT

Bowie State University is one of nine four-year liberal arts campuses of the University of Maryland System. As a regional institution, it attracts 48% of its students from Prince George's County, Maryland and 78% from the state of Maryland. Table 1 graphically depicts the geographic origins of B.S.U. students.

Table 1. B.S.U. Enrollment By Geographic/Origin: Fall 1988

Geographic Origin	Number
Allegany County	1
Anne Arundel County	398
Baltimore	50
Calvert	34
Caroline	6
Carroll	5
Cecil	0
Charles	59
Dorchester	14
Frederick	5
Garrett	0
Harford	14
Howard	44
Kent	4
Montgomery	106
Prince George's	1,610
Queen Anne's	6
Saint Mary's	23
Somerset	4
Talbot	4
Washington	1
Wicomico	10
Worchester	7
Baltimore City	127
Unknown County	72
Total Maryland Residents	2,604
Out-of-State	278
Foreign Students	109
Residence Unknown	335
Total	3,326

For the Fall 1988 semester, the total student head count was 3,326. Of this number, 2,265 were undergraduate students and 1,061 were graduate students. There were 584 freshmen, 418 sophomores, 229 juniors, 166 seniors and subsequent year students, 163 unclassified or special status undergraduate students, 868 unclassified or special status graduate students, 657 graduate students with less than 1 year in the program and 241 graduate students with more than 1 year in the program.

Total full-time students numbered 1,661. Total part-time students numbered 1,665. Total male enrollment numbered 1,265. Total female enrollment numbered 2.061.

By race, there were a total of 2,061 Blacks, 1,061 Whites, 7 American Indians, 64 Asians, 18 Hispanics, 38 Foreign students and 69 who did not identify race.

The campus is multi-racial, predominantly African-American, predominantly female, with a large graduate school, large commuter population who are mostly residents of Prince George's County, Maryland.

NUMBER AND PERCENTAGE ELIGIBLE

The number and percentage of students enrolled who meet the eligibility requirements of the Special Services Program are graphically depicted as Table 2. The majority of the disabled students (about 70%) are learning disabled. The campus population of physically disabled students is small. However, all classroom and environmental accommodations are made to insure ready access to all campus resources and services.

Table 2. Numbers and Percentage of Students Enrolled or Accepted for Enrollment at Bowie State University Who Meet Eligibility Requirements for the Special Services Program.

Numbers and Percentages for All Students in 1988-89

CATEGORIES TOTALS	FRESHMEN #	%	SOPHOMORES #	%	JUNIORS #	%	SENIORS #	%	UNCLASS. #	%	TOT.
Low Income 1	245	42%	200	48%	126	55%	83	50%	699	50%	1,353
First Gen. 2	378	65%	292	70%	183	80%	116	70%	1188	85%	2,157
Low-Income and First Gen. 3	234	40%	188	45%	115	50%	99	60%	908	65%	1,544
Disabled 4	58	10%	42	10%	13	6%	8	5%	26	10%	147

Data Sources and Notes:

1. Financial Aid office, based on 1988-89 low income family size criteria for Special Services.
2. Profile of the Freshmen Class, 1988-89, Institutional Research Office.
3. Analysis of data from Financial Aid office and Profile of the Freshmen Class. Figures overlap categories of low income, first generation statuses.
4. Office of Handicapped Students and Profile of the Freshmen Class, Institutional Research Office. Includes physically disabled and learning disabled students.

Academic and Enrollment Problems

There is substantial academic need among students at B.S.U. The Scholastic Aptitude Test (S.A.T.), as the most widely accepted predictor of academic success, is used to demonstrate the academic need of students at Bowie State University.

Table 3. Average S.A.T. Scores, BSU Fall 1988

	Male	Female	Average	State	National
Verbal(Mean)	346	329	335	433	428
State	439	428			
Math(Mean)	368	348	356	475	476
State	497	456			
Combined(Mean)	714	677	691		

[Source: Bowie State University Admissions Office Annual Report, 1988-1989.]

Table 3 indicates that SAT scores of BSU freshmen entering in the Fall 1988 semester are lower than the state and national averages on the verbal, math, and combined sections. Female S.A.T. scores are lower than male S.A.T. scores on both the verbal and math sections. In addition, the average Black student's S.A.T. score in Prince George's County lagged 210 points below the average White student's score. Most of the freshmen class came from Prince George's County (see Table 4).

Table 4. Undergraduate Applicants For First Time Admission (Not Previously Enrolled In Any Institution)

	Black		American Indian		Asian		Hispanic		White		Foreign		Race Unknown	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
From Within County														
Applied	155	217	0	1	0	1	2	3	11	24	0	0	3	0
Accepted	71	107	0	1	0	1	0	1	8	15	0	0	1	0
Enrolled	68	103	0	1	0	1	0	1	6	15	0	0	1	0
From Out of County-In State														
Applied	111	178	0	0	2	1	1	1	10	26	0	0	4	0
Accepted	39	65	0	0	1	0	1	1	8	20	0	0	0	0
Enrolled	37	62	0	0	1	0	1	0	8	20	0	0	0	0
From Out of State														
Applied	73	147	0	1	3	2	1	0	7	10	0	0	14	0
Accepted	19	42	0	0	1	0	0	0	1	3	0	0	1	0
Enrolled	19	42	0	0	1	0	0	0	0	3	0	0	0	0
Foreign														
Applied	0	0	0	0	0	0	0	0	0	0	19	14	0	0
Accepted	0	0	0	0	0	0	0	0	0	0	6	8	0	0
Enrolled	0	0	0	0	0	0	0	0	0	0	5	5	0	0

Table 5 depicts S.A.T. scores for freshmen entering Bowie for the Fall 1988 semester. These scores represent an average 41 point increase in S.A.T. scores over the class that entered in the Fall of 1987.

Table 5. S.A.T. Score Ranges of Enrolled First Time Freshmen

RANGE	Male	Female	Combined Total	Percent
1550-1600				0.00
1500-1549				0.00
1450-1449				0.00
1400-1449				0.00
1350-1399				0.00
1300-1349				0.00
1250-1299				0.00
1200-1249				0.00
1150-1199				0.00
1100-1149	1		1	0.28
1050-1099	4	1	5	1.40
1000-1049	1		1	0.28
950-999	2	3	5	1.40
900-949	4	2	6	1.68
850-899	8	8	16	4.47
800-849	9	9	18	5.03
750-799	19	15	34	9.50
700-749	15	45	60	16.76
650-699	18	41	59	16.48
600-649	21	36	57	15.92
550-599	18	32	50	13.97
500-549	6	12	18	5.03
450-499		1	1	0.28
400-449				
350-399				
300-349				
250-299				
200-249				
150-199				
100-149				
Exempted Students	9	18	27	7.54
All Ranges	135	223	352	100.0

In a survey conducted as a part of the Cooperative Institutional Research Program of freshmen entering in the

Fall of 1988, of the 204 student respondents, on average high school grades, 35.3% received average grades of C or lower. However, it should be noted that most respondents considered senior year grades only rather than an average of all four years. Senior year grades are usually higher than preceding year grades. Hence, students tend to inflate grades. Whether inflated or not, over one-third of the entering class are at risk, if high school grades are used as a predictor of academic success.

Other Problems of Low Income, First Generation and Disabled Students: Documentation from the Literature

There have been a number of studies documenting the needs of low income, first generation and disabled college students. Skinner and Richardson ("Making It In A Majority University: The Minority Graduate's Perspective, Changes, v.20, n.3, pp. 34-42, May-June 1988), found that the first generation students they studied never intended to go to college. They questioned the value of education. Students needed sustained counseling to complete their studies. Families were not particularly supportive. This finding relates to a study by Geraldine K. Piorkowski (Personnel and Guidance Journal, v.61, n.10, pp. 620-22, June 1983) which indicates that low income, urban first generation college students feel guilty about the successes they experience while other family members suffer psychological casualties. Piorkowski recommends special counseling in adaptive techniques to teach low income urban first generation college

students how to survive. Similarly, Janet Mancini Billson and Margaret Brooks Terry ("In Search of the Silken Purse: Factors in Attrition Among First Generation Students", College and University, v.58, n.1, pp. 57-75, Fall 1982) found less social integration, academic integration, external support, institutional context, satisfaction with college, role embracement, academic rewards and commitment to the institution in first generation college students compared to second generation college students. Related to the general need for direction on the campus is the fact that many first generation college students are undecided as to a major course of study. Joseph T. Slinger and David Abalos ("Consciousness and the Worlds We Build", Liberal Education, v.62, n.1, pp. 25-33, March 1976) describe an innovative interdisciplinary course designed to assist first-generation college students by focusing on the inter-connectedness of self and society.

The physically disabled (including learning disabled) students have had numerous barriers blocking their success on the campus. Although most of the literature focuses on studying the disabled rather than altering the campus environment to accommodate the disabled, there are a few studies which take this approach. Harold J. Burbach and Charles E. Babbitt ("Physically Disabled Students on the College Campus", Remedial and Special Education, v.9, n.2, pp. 12-19, March-April 1988) interviewed 93 physically disabled students to examine personal background and self concept, student academic orientation, orientation to the

physical environment; orientation to extra curricular life and interpersonal relations. Key to campus success was campus accessibility. Donna Aksamit ("Preparation of Student Services Professionals and Faculty in Serving Learning-Disabled College Students", Journal of College Student Personal, v.28, n.1, pp. 53-59, Jan. 1987) surveyed attitudes and knowledge of faculty members regarding learning disabled students. Their knowledge about this population was limited. Barbara K. Cordoni and Marshall Welch ("Use of Video Technology in an Academic Support Program", Journal of Reading, Writing and Learning Disabilities International, v.2, n.4, pp. 295-300, 1986) and Thomas R. Sicoli ("Electronic Aids for Learning - Disabled College Students", Journal of Reading, Writing and Learning Disabilities International, v.2, n.4, pp. 301-303, 1986) describe student successes with computer software packages and video technology.

The literature on financial aid focuses on the need for student counseling for accurate need assessment and default avoidance. Wellford W. Wilms ("Whose Fault Is Default? A Study of The Import of Student Characteristics and Institutional Practices on Guaranteed Student Loan Default Rates in California", Educational Evaluation and Policy Analysis, v.9, n.1, pp. 41-54, Spring 1987) examined defaults on guaranteed student loans in a sample of 4,617 California college students. He concluded that default stemmed from students' background characteristics rather than the practices of the institutions they attend. This points to the need for counseling. Estelle

James and Stephen A. Hoenack ("The Targeting and Packaging of Student Aid and Its Effect on Attrition", Economics of Education Review, v.7, n.1, pp. 29-46, 1988) found that financial aid encourages students' persistence.

The literature addresses the overwhelming need for academic support for low income first-generation college students. The 1988 Scholastic Aptitude Test average combined scores by ethnicity based on a 400-1600 scale indicate that Black males and females score the lowest of any group tested (Black Issues in Higher Education, Vol. 6, No. 1, May 25, 1989). The Scholastic Aptitude Test is the standardized test score purported to correlate with college achievement. According to this one indicator, Black student achievement is questionable, given the test results below.

Group	Male Scores	Female Scores	Combined Scores
White	965	907	935
Asian	956	903	930
Latin	854	791	820
N. American	852	805	828
Mexican	840	783	810
Puerto Rican	788	732	757
Black	756	724	737

For those who believe standardized tests are suspect, a more widely accepted indicator of success in college is the high school grade point average. Once more, Black students, overall, trail on high school achievement based on the grade point average. In Prince George's County, Maryland, the average high school grade point average for Black students is 10-20% lower

than the average grade point average for White students.

Despite these two predictors, the Scholastic Aptitude Test and the grade point average, Black student achievement is possible with tutoring, counseling, learning skills, writing skills and reading instruction. TRIO programs and program models like TRIO have proven the positive effects of support services.

The academic need of low income, first generation, minority students are well documented, particularly in the sciences. A 1989 study by Gross ("Participation and Performance of Women and Minorities in Mathematics", National Science Foundation Grant No. MDR-384 and the Montgomery County Public Schools) indicates that Black and Hispanic students trail Whites and Asians in science achievement as early as the second grade. Findings reviewed by this writer indicates wide variations in the first grade, suggesting different racial groups arrive with different skill levels suggesting "readiness" differences ascribed to pre-school programs. Gross recommends that school systems take "...extraordinary steps to insure that students who fall below grade level in their progress through the mathematics curriculum in the early grades have every opportunity to be brought up to grade level as soon as possible." She recommends summer school programs in kindergarten, first and second grades, after-school programs for students in grades 3-6, and mathematics resource teachers.

Ascher ("Urban Education Research Information: Increasing Science Achievement in Disadvantaged Students: Urban Review,

Volume 17, Number 4, pp. 279-84, 1985) reviewed research on science achievement among disadvantaged students in grades K-12. She found a need for counseling to effect science career choices for minority students.

Atwood and Doherty ("Toward Equity and Excellence in Math and Science Education", Urban Review, Volume 16, Number 4, pp. 235-248, 1984) examined the effectiveness of the Mathematics, Engineering Science Achievement (MESA) program in preparing minority high school students for math-based fields. MESA seniors completed more math-related courses, showed improved academic performance and were likely to pursue a math-based college major.

Rudnick ("Minority Students: Understanding New Clientele", Engineering Education, Volume 75, Number 8, pp. 696-700, May 1985) studied 1,288 minority engineering technology students whose high school achievement was superior to the average freshmen. However, their limited finances and low self esteem remained problems. Their problems point to the need for financial aid and counseling as on going services throughout college.

Matthews (Journal for Research in Mathematics Education, Volume 15, Number 2, pp. 84-95, March 1984) studied "Influences on the Learning and Participation of Minorities in Mathematics". She reviewed 24 studies conducted since 1975. Her findings indicate that for first-generation college students, schools must inculcate achievement drive variables in the student to counter

the effects of parental postponement of long-range goal achievement in favor of short-range goal achievement.

Even in the area of science teacher education, shortages exist. Kloosterman and others (Metropolitan Education, Number 4, pp. 26-29, Spring 1987) speak to the need to find new ways of attracting minority teachers to science, math, foreign language and computing.

Mentoring students by faculty is important for student success. Susan W. Cameron (1978) found that faculty mentoring had a significant impact on students' future employment possibilities at quality institutions. Bora and Phillips (1984) found that mentoring is "...critically important to the developing professional".

Tutoring requests exceed institutional capabilities. Tutorial services are limited to four math/science tutors who are teaching assistants in the Department of Mathematics, Sciences and Computer Technology. The Center for Learning and Academic Support Services (C.L.A.S.S.) is staffed by three counselors and a director. The C.L.A.S.S. budget cited in Equal Post Secondary Educational Opportunity: 1988 Annual Institutional Report showed monetary resources for staff salary.

Other Problems: Documentation from the Campus of B.S.U.

A survey of B.S.U. freshmen entering during the Fall of 1989 documented the need for tutorial assistance in mathematics, sciences, English grammar, writing and study skills. Of those

surveyed, 85% requested tutorials and instruction in mathematics or sciences, English, writing and study skills. Thirty percent of those surveyed had not applied for financial aid, although 18% appeared eligible for grants.

Compounding the need for financial aid is the need for counseling on the impact of work on grades and financial aid eligibility. A large percentage (80%) of all students work more than 20 hours per week during the academic year. These students limit their use of supportive services so that they can work more hours. The demand for services peaks between the hours of 9:00 a.m. and 3:00 p.m. Although the full-time faculty do maintain a limited number of office hours each week, many part-time faculty do not. In the fall of 1988, nearly 40% of the faculty was part-time. Part-time/contractual faculty taught approximately one-third of the courses offered in the Fall of 1988, according to the Registrar. Since part-time/contractual faculty are hired shortly before the start of the semester in response to surges in enrollment, a disproportionate share of developmental courses or required courses are taught by part-time faculty. Classes are large and faculty are unavailable. Consequently, those students who are most likely to need assistance with course concepts are least likely to get assistance from their instructors.

Retention and graduation rates indicate that Bowie has the second lowest rates in the state of Maryland. The retention rate for the cohort entering in 1985 after three years is . The institutional graduation rate after seven years is 37%.

[Source: "Retention and Graduation Rates of First-Time, Full-Time Freshmen in Maryland Public 4-Year Institutions", 1977 through 1987 Freshmen, Maryland Higher Education Commission, March 1989.]

The Student Support Services Project retention and graduation rates are higher than the institutional rates. For the same time period, the project retention rate was 65%. This gain in retention speaks to the effectiveness of overall project services. The project staff work with the most high risk students on the campus.

The Bowie State University Counseling Center currently has a director and a Title III funded counselor. The counselor to student ratio is 1500:1. There is currently a vacancy for a state funded counseling position. The Counseling Center is under staffed given the inordinately large number of high risk students with personal problems on the campus. Students are worried about their transition to the campus (33 1/3%), financial aid (66.7% "some concern; 33.3% "major concern") and personal problems (50%), according to a survey of entering freshmen for Fall 1988 conducted as a part of the Cooperative Institutional Research Program, a joint project of the American Council on Education and the University of California, Los Angeles. Bowie State University is a cooperating institution.

Another problem is the need for effective academic advisement. Table 6, student head count by major programs, indicates that business administration is the largest single field for undergraduate students. Distant 2nd, 3rd and 4th place

fields in terms of number of students are computer science, elementary education and communications media. Yet, given the low S.A.T. and grade point averages of students, business administration is a difficult major for many to successfully pursue. Pro-student academic advisement is needed for students to realistically assess their chances of completing the curriculum. Business, as a department, has the highest number of courses failed and repeated (survey for Middle States Retention Report, 1989). The graduate programs, by field and number of students, do not correspond with undergraduate fields or numbers of majors. Advisement is also necessary to make the relatively low cost and easy to complete graduate programs on the campus accessible to more low income first generation undergraduate students.

Table 6. B.S.U. Student Headcount By Major Programs

Undergraduate Programs	Number
Art Education	5
Biology	28
Business Administration	623
Communications Media	137
Computer Science	145
Early Childhood Education	38
Elementary Education	141
English	15
Fine Art	20
History	10
International Studies	7
Journalism	18
Mathematics	77
Music Education	10
Nursing	44
Physical Education	26
Political Science	38
Psychology	78
Public Administration	14
Science Education	23
Social Work	55
Sociology	62
Speech & Linguistics	1
Technology	5
Theatre Arts	0
Unknown/Non-Degree	645
Total	2,265

Graduate Programs	Number
Administrative Management	128
Cert. - Adler-Dreikers Inst.	***
Certificate - M.I.S.	0
Computer Science	65
Counseling Psychology	119
Early Childhood Education	0
Elem/Secondary School Admin.	33
Elementary Education	35
Guidance and Counseling	255
Human Resource Development	48
Management Information Systems	111
Reading Education	30
Secondary Education	64
Special Education	37
Unknown/Undeclared	136
	1,061

Fall 1989 registration data indicates a 77% increase in enrollment. By head count, there were 2,325 in-state students and 237 out-of-state students for a total of 2,562 undergraduate students. There were 1,053 in-state and 134 out-of-state students for a total of 1,187 graduate students.

The data for undergraduate enrollment at 4 year and 2 year colleges in Maryland by race (Table 7) suggests that Bowie State University enrolls a substantial number of the Black men and women among the 4 year institutions in the State. These figures translate into potential university graduates.

Likewise, at the graduate level where there are low numbers of minority students in the State (Table 8), Bowie State University is a leading institution on enrollment and graduation of minority students at the graduate level. Table 8 points to the fact that even at the graduate level, minority students have not declared majors. Table 9 also indicates that there are large numbers of Black students who have not declared majors. The failure of large numbers of undergraduate and graduate students to select majors points to faulty counseling/career exploration at the post-secondary level.

Table 7. Undergraduate Enrollment at Maryland 4 Year and 2 Year Colleges By Race

	4-Year F/T	4-Year P/T	2-Year F/T	2-Year P/T
White men	25,703	11,260	9,791	21,596
White women	28,631	14,293	10,297	35,999
Black men	4,866	2,210	1,995	4,274
Black women	7,472	4,034	2,609	4,274
Hispanic men	625	281	320	574
Hispanic women	683	307	311	771
Native American men	61	52	45	97
Native American women	66	76	45	173
Asian men	2,058	724	647	1,007
Asian women	1,787	744	587	1,134
Foreign men	812	177	288	179
Foreign women	561	133	263	227
Other race-men	153	102	236	585
Other race-women	156	122	176	838
Total	73,634	34,515	27,610	71,725

Table 8. Maryland Full-time Graduate/Professional Enrollment
By Race and Gender

Key: BM=Black Male BF=Black Female IM=Indian Male IF=Indian Female
AM=Asian Male AF=Asian Female HM=Hispanic Male HF=Hispanic Female
WM=White Male WF=White Female FM=Foreign Male FF=Foreign Female
OM=Other Male OF=Other Female

Program	BM	BF	IM	IF	AM	AF	HM	HF	WM	WF	FM	FF	OM	OF
Agriculture	25	13	0	0	7	6	6	2	257	167	16	4	2	0
Architect.	24	18	0	2	31	27	12	8	272	136	11	6	0	0
Area Stud.	4	5	0	1	1	2	2	0	42	79	0	1	2	
Biology	125	266	6	0	171	199	37	40	1079	1098	40	439	13	
Business	1148	1604	7	8	222	257	79	88	5170	3819	150	100	38	20
Communic.	245	427	1	3	16	42	28	26	906	1545	10	20	6	
Computer	334	381	3	4	180	115	21	7	1086	415	76	36	7	7
Education	187	480	1	2	233	45	19	46	813	3331	11	12	314	
Engineer.	497	231	5	1	663	149	85	29	2748	495	229	34	10	6
Arts	119	111	5	2	20	55	14	27	775	1153	17	43	2	3
For. Lang.	7	30	1	2	9	13	8	19	90	301	3	5	0	2
Health	83	496	4	4	54	171	12	30	379	1727	12	28	3	1
Home Ec.	62	130	0	7	32	84	17	27	304	832	6	14	0	2
Law	18	40	0	1	3	3	2	0	25	94	0	0	0	0
Letters	92	211	0	3	23	34	17	16	794	1491	3	8	1	4
Lib. Sci.	72	98	1	0	77	37	14	8	586	202	31	13	3	
Math	195	3	4	93	79	38	31	1369	1279	18	16	4	5	
Phy. Sci.	72	98	1	0	77	37	14	8	586	202	31	13	3	2
Psychology	130	436	0	5	32	59	19	47	627	1768	2	14	512	
Pub. Aff.	186	351	2	0	9	5	9	11	385	517	6	3	1	2
Soc. Sci.	428	567	8	3	152	108	69	49	3360	2449	56	40	13	1
Theology	14	8	0	0	7	7	5	0	270	56	24	8	0	0
Inder. Stud.														
Undeclared	779	1175	11	14	196	247	96	172	3876	4850	76	106	4130	

Table 9. Maryland Full-time 4 Year College Undergraduate Enrollment By Program Area

Key: BM=Black Male BF=Black Female IM=Indian Male IF=Indian Female
AM=Asian Male AF=Asian Female HM=Hispanic Male HF=Hispanic Female
WM=White Male WF=White Female FM=Foreign Male FF=Foreign Female
OM=Other Male OF=Other Female

Program	BM	BF	IM	IF	AM	AF	HM	HF	WM	WF	FM	FF	OM	OF
Agriculture	25	13	0	0	7	6	6	2	257	167	16	4	2	0
Architect.	24	18	0	2	31	27	12	8	272	136	11	6	0	0
Area Stud.	4	5	0	1	1	2	2	0	42	79	0	1	0	2
Biology	125	266	6	0	171	199	37	40	1079	1098	40	439	13	
Business	1148	1604	7	8	222	257	79	88	5170	3819	150	100	38	
Communic.	245	427	1	3	16	42	28	26	906	1545	10	20	6	
Computer	334	381	3	4	180	115	21	7	1086	415	76	36	7	7
Education	187	480	1	2	23	45	19	46	813	3331	11	12	314	
Engineer.	497	231	5	1	663	149	85	29	2748	495	229	34	10	6
Arts	119	111	5	2	20	55	14	27	775	1153	17	43	2	3
For. Lang.	7	30	1	2	9	13	8	19	90	301	3	5	0	2
Health	83	496	4	4	54	171	12	30	379	1727	12	28	3	1
Home Ec.	62	130	0	7	32	84	17	27	304	832	6	14	0	2
Law	18	40	0	1	3	3	2	0	25	94	0	0	0	0
Letters	92	211	0	3	23	34	17	16	794	1491	3	8	1	4
Math	88	69	2	0	30	36	8	3350	384	13	6	3	1	
Phy. Sci.	72	98	1	0	77	37	14	8	586	202	31	13	3	2
Psychology	130	436	0	5	32	59	19	47	627	1768	2	14	512	
Pub. Aff.	186	351	2	0	9	5	9	11	385	517	6	3	1	2
Soc. Sci.	428	567	8	3	152	108	69	49	3360	2449	56	40	13	14
Theology	14	8	0	0	7	7	5	0	270	56	24	8	0	0
Inter.Stu.	167	195	3	4	93	79	38	31	1369	1279	18	16	4	5
**Tech.	20	72	1	0	1	2	2	3	43	247	0	0	1	0
Data Proc.	3	25	0	0	1	0	1	0	17	44	0	0	1	0
Health Tech.	3	2	0	0	1	4	2	1	3	10	0	0	0	10
Mech. Tech.	4	0	0	0	4	0	2	0	3	10	1	0	0	0
Sci. Tech.	1	0	0	0	0	0	2	0	7	1	1	0	0	0
Pub. Svc.	1	31	0	0	0	1	0	3	32	7	1	0	0	0
Undeclared	779	1175	11	14	196	247	96	172	3876	4850	76	106	4136	

Most Bowie State University students reside in Prince George's County, Maryland. The Prince George's County Social Services Administration supplied the following data demonstrating financial need in the county for 1988. There were a total of 16,025 cases for AFDC (Aid For Dependent Children). There were 15,926 recipient households. There were a total of 11,446 individuals on public assistance and 4,016 households on public assistance who received food stamps. Food stamps were also secured by 2,504 households and 5,450 individuals who were not on public assistance. The average payment per recipient for Aid to Families With Dependent Children in Prince George's County was $122.35 per month. The average payment per recipient for general public assistance was $155 per month. These statistics speak to large numbers of low income individuals and families in Prince George's County. Many of our students come from these low income households.

Comparison Between Eligible Students and Total Enrollment

Academically, Bowie State University Special Services eligible students lag behind other enrolled students on class rank and SAT scores. Table 10 graphically depicts the differences.

Table 10. Comparison of Academic Characteristics of University Population and Special Services (SS) Project Students

	University	S.S. Eligible Stud.
Median Rank in Class (Percentile)	40	35
Mean Rank in Class (Percentile)	35	31
Mean SAT Score	691	675
Mean SAT Verbal	335	325
Mean SAT Mathematics	356	350

Special Services students are on academic probation and suspension more than most university students. They have higher drop-out/stop-out rates. More of these students are undecided majors. Fewer of these students are admitted to graduate school. Table 11 graphically depicts these differences. Rates would be higher without the existing Student Support Services project.

Table 11. Frequency of Academic and Other Problems: 1988-89

PROBLEM DESCRIPTION	ALL STUDENTS #	S.S. ELIGIBLE #
Attrition: Academic Probation	283	180
Academic Suspension	55	30
Grade Point Avg. at Beginning of: Freshmen Year	2.6 avg.	2.2 avg.
Grade Point Avg. at Beginning of: Sophomore Year	2.75 avg.	2.3 avg.
Grade Point Avg. at Beginning of: Junior Year	2.8 avg.	2.5 avg.
Need Financial Assistance (freshmen-Fall 1988)	1,500 (50%)	165 (67%)
Placed in Developmental English 100 (freshmen-Fall 1988)	50	251
Placed in Developmental Math (freshmen-Fall 1988)	20	270
Drop-out/Stop-out Rate	540	980
Undecided Majors	899	789
Admitted to Graduate School (Seniors only)	35	10

Reading scores of Special Services eligible students are lower than reading scores of other university students. Table 12 graphically depicts those differences.

The Nelson-Denny Reading Test is administered to all incoming freshmen student for English course placement. In each case, non-Special Services eligible students test higher than the Special Services students on the pre-test.

Table 12. Nelson Denny Test Scores, Fall 1988

		S.S.	NON-S.S.
Pre-Test Scores	a. Vocabulary	24.5%	35%
	b. Comprehension	21.2%	33%
	c. Rate	103 wpm	175 wpm
	d. Total Reading	23.5%	33.1%

The Student Support Services Project has been on the campus of Bowie State University since 1976. In that time frame, support services have been provided to one thousand, one-hundred-seventy-five (1,175) students. Former students are now teachers, ministers, college staff, salesmen, radio news assistant producers, writers, bank administrators, and mid-level federal, state and local government employees. Former peer tutors, themselves mostly low income first-generation college students, are now dentists, lawyers, mathematicians, computer experts and scientists. The project is making a substantive difference in the lives of students.